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ABSTRACT

The problem studied was to determine student's need for more school job-placement services, job information services, follow-up services, and career occupational information in 10 cooperating high schools in a three-county program designed to prepare high school seniors and early school leavers to make a positive transition from high school to suitable employment or post-secondary training. The portion of the study reported on in the document proposed to analyze, interpret, and draw conclusions from the responses to a survey questionnaire distributed to counselors in the 10 high schools. The High School Counselors' Survey Questionnaire is a 68-item instrument developed to provide information on the extent to which counselors are providing job development, placement, follow-up activities, and counseling services for those preparing to enter the world of work. Data collected by the survey are presented in four tables, each followed by an analysis. A final page presents seven recommendations for counselors, to help interested students prepare for the world of work. (AJ)

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RESULTS OF THE HIGH SCHOOL COUNSELOR
SURVEY QUESTIONNAIRE

CAREER EDUCATION PROJECT
in implementing a
JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP
PROGRAM

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PREFACE

The ultimate test of the quality of a school counseling program is placement of its college and non-college bound students in either post-secondary programs of their choice or in occupations related to their interests and abilities. Schools accepting this responsibility for initial placement activities are more successful than comparable schools which have not accepted this obligation.

Placement and follow-up of students is a major goal influencing the planning of career education models being developed under sponsorship of the U.-S. Office of Education. The placement of students in productive occupations and following them up to obtain feedback from employers and graduates are viable alternatives to current practices. Area schools have been relatively successful in placing and following up students continuing in higher education. Such a responsibility must also be accepted for students planning to enter the world of work.

While there has always been some type of placement activity taking place in the schools in the past, for the most part, they have been directed toward the college bound student. Academically oriented teachers and counselors have coordinated services for youth within their area of interest. Today, a more comprehensive school based placement service is needed. Such a service would not curtail what is currently being done but would provide services for the total student body and would involve the teacher, counselor and vocational staff.

Various segments of school placement activities need to be coordinated within a systematic structure of preparation, placement, and follow-up.

Any evaluation of a meaningful career education program will be reflected by its placement component. Accountability is not reflected in the numbers who matriculate via programs in school, but rather how many of these young people can function in society.

No other major industry in our nation today can afford to turn out a product year after year and not determine its success on the open market. Other major industries control the marketing of their products and modify their production accordingly. In education, we could and should evaluate our product and modify the curriculum accordingly. Placement and follow-up services can provide feedback which can be used to evaluate our services.*

*Placement: Accountability, Communication, Coordination by Raymond A. Wasil, Arkon Summit County Schools, Arkon, Ohio.

INTRODUCTION

As the 1970's advance, there are two facts confronting counselors, particularly in the area of career planning for high school students. These two facts include:

1. The Bureau of Labor Statistics state that only 2 out of 10 jobs available during this decade will require a college education.
2. College-bound students in area high schools will probably represent a minority population in comparison to the employment-bound. If 2 out of 10 jobs requiring a college degree becomes a reality, what will happen to all those who go to college? Many will be unemployed or at best underemployed.

In previous years, counselors have focused their attention on college-bound students, while neglecting the high school youth who do not plan to attend college, although not all of those who plan to go to college actually do.

The four year college education will always be significant to some, and those students should not be neglected. In changing manpower requirements of the nation, counselors should begin to re-evaluate their guidance practices when working with all students. Counselors must place a greater priority on providing realistic career alternatives for the non-college bound.

Counselors from the ten high schools* participating in the Career Education Project were given a 68 item survey questionnaire covering four broad categories. These categories include:

1. School Job Placement Services
2. Job Information Service
3. Follow-up Services
4. Career Potpourri of Occupational Information

*Survey Questionnaire from Lincoln High School unavailable.

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FINDINGS FROM ANALYSIS AND INTERPRETATION OF COUNSELORS RESPONSES TO THE SURVEY QUESTIONNAIRE FOR THE CAREER EDUCATION JOB PLACEMENT PROGRAM

Need for High School Counselors Survey Questionnaire

The purpose of this study is to analyze, interpret and draw conclusions from the responses to a survey questionnaire of nine high schools with counselors/administrators from the ten high schools participating in the Career Education Project.

All high school counselors in the ten participating schools were included in the survey. Questionnaires were distributed to counselors in September 1973.

The data gathered from questionnaire completed by each counselor will be used as follows:

1. To obtain information useful in establishing a baseline for implementation of job development and job placement activities within area schools.
2. To obtain information as to the extent counselors/administrators in area schools are emphasizing job development, placement and follow-up activities for all their students.
3. To provide information for use by counselors, administrators project staff and others in program modification and changes.
4. To survey the extent and need for school placement services for area high school students.
5. To provide data for the career education program's development, implementation, and evaluation.

Statement of the Problem

The Job Development, Job Placement and Follow-up Program is an exemplary project in vocational education that includes ten cooperating high schools located in a three-county area. The program is designed to prepare high school seniors and early school leavers to make a positive transition from high school to suitable employment or post-secondary training.

The problem of this study is to determine the students' need for more school job placement services, job information services, follow-up services, and career occupational information.

The data was gathered by use of the High School Counselor Survey Questionnaire.

Developing the Survey Questionnaire and Its Content

The High School Counselors' Survey Questionnaire is a 68 item instrument developed to provide information as to the extent secondary high school counselors in area schools are emphasizing job development, placement and follow-up activities and counseling services for those preparing to enter the world of work.

The survey questionnaire for counselors was designed by the Placement Specialist. Counselors were requested to check activities being provided in preparing students for the world of work. Only one survey questionnaire was requested from each of the ten school districts, even though two school districts have more than one counselor.

Selecting the Respondents

The survey was designed to include high school counselors in the following schools:

Cole Camp High School
Green Ridge High School
Northwest (Hughesville) H.S.
LaMonte High School
Lincoln High School

Marshall High School
Sacred Heart High School
Smithton High School
Sedalia Smith-Cotton High School
Warsaw High School

A total of nine high schools* are included in the survey from the ten cooperating schools in the Career Education Project.

Collection of Data

Conditions under which the survey questionnaire was administered to area counselors, scope of the items included in the survey, and counselors' attitude that the content of some questions did not have application to their situations should be considered in evaluating the results of the survey.

*Lincoln High School Survey questionnaire unavailable

HIGH SCHOOL COUNSELORS' SURVEY QUESTIONNAIRE

Many public school systems throughout the U. S. have not entirely committed their staff or facilities to the responsibility for the placement of every student who graduates or leaves school. While those who seek further education are often adequately guided into post-secondary school programs by parents or members of school facilities, those seeking employment, except in limited cases, do not receive the benefit of job placement service.

The commitment to offer job placement to every high school graduate, particularly the work-bound, is the goal of the Job Development and Job Placement Program in the three-county Career Education Project.

BEST COPY AVAILABLE**Pretest Percentages of Responses For High School
Counselors on the School Placement Services Survey
Questionnaire****Table 1**

School Placement Service	Number of Counselors N=9	Percent of Counselors N=9
1. Student job application forms used for purposes of job placement	2	22.2
2. Job request forms	2	22.2
3. Job referral forms	1	11.1
4. Files, records, and organized arrangement of job request received from employers	3	33.3
5. Procedures to be used by school staff for reporting to the counselor or placement office job requests received	1	11.1
6. A list of students seeking employment after graduation with their preference as to location prior to their graduation	2	22.2
7. The State Employment Service providing job referral for students	6	66.6
8. Employers of former students seeking potential employees from your school	3	33.3
9. Group counseling sessions for students in preparing them for the world of work	5	55.5
10. Individual counseling sessions for students in preparing them for employment	7	77.7
11. A record of dropouts seeking employment or job training programs	4	44.4
12. Job placement services for high school dropouts who are seeking employment	0	0
13. Space available and/or utilized for a career resource center	6	66.6
14. Placement services for students seeking part-time employment	3	33.3

Table 1 (cont.)

School Placement Service	Number of Counselors N=9	Percent of Counselors N=9
15. Job placement assistance to former students in finding employment	0	0
16. Periodic surveys made of local employers in determining job openings	1	11.1
17. Arrangements for employers to visit the school to discuss employment opportunities	3	33.3
18. Lists of available job openings provided by federal and state governments	3	33.3
19. Job development activities or employer visitation by you or a member of the school	1	11.1
20. An advisory committee of local employers	0	0
21. An advisory committee of local, private and public agencies	0	0
22. A procedure developed for releasing information to employers about students' test scores, school records, performance, etc.	4	44.4
23. Screening procedures for employers prior to a job referral	1	11.1
24. A systematic job development program with area employers by telephone	1	11.1
25. Lists of employers and job development activities for your graduates who are willing to re-locate out of the area	1	11.1
26. Lists of employers and job development activities for your graduates who are willing to re-locate with employers who are located in states other than Missouri	0	0
27. Aptitude and vocational interest tests and interpretation of results	8	88.8
28. A student placement services lay advisory committee	0	0
29. A career student organization or club composed of work-bound students	1	11.1

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ANALYSIS OF DATA FROM THE HIGH SCHOOL COUNSELOR SURVEY QUESTIONNAIRE PERTAINING TO SCHOOL PLACEMENT SERVICES

Questions in the series of items from the survey are to determine the school placement services being provided students prior to participating schools implementing a systematic Job Development, Job Placement and Follow-up Program. Analysis of the data reveal that a significant majority of the counselors provide students with formal or informal job placement services in the following areas:

1. Eight counselors (88.8%) maintain they provide aptitude and vocational interest tests and interpret results to their students.
2. Seven counselors (77.7%) indicate they provide individual counseling sessions for their students in preparing them for employment.
3. Six counselors (66.6%) from the ten participating school districts state that they utilize the State Employment Service in providing job referral for their students.
4. Six counselors (66.6%) indicate they have available space in their schools for a career resource center and have or will establish a center during the school year.
5. Five counselors or 55.5 percent of the counselors completing the survey questionnaire conduct group counseling sessions for their students in preparing them for the world of work.

Items in the survey in which from two counselors (22.2%) to four counselors (44.4%) indicate that services are being provided include:

1. A record of dropouts seeking employment or job training programs (44.4%).
2. A procedure developed for releasing information to employers about students' test scores, school records, and performances (44.4%).
3. Files, records, and organized arrangement of job requests received from employers (33.3%).
4. Employers of former students seeking potential employees from local high schools (33.3%).
5. Counselors providing placement services for their students seeking part-time employment (33.3%).
6. Arrangements for employers to visit the school to discuss employment opportunities (33.3%).

7. Lists of available job openings provided by federal and state governments (33.3%).
8. Student job application forms used for purposes of job placement (22.2%).
9. Job request forms (22.2%).
10. A list of student seeking employment after graduation with their preference as to location prior to their graduation (22.2%).

One counselor or 11.1% maintain they are providing their students with the following services:

1. Job referral forms.
2. Procedures to be used by school staff for reporting to the counselor or placement office job requests received.
3. Periodic surveys made of local employers in determining job openings.
4. Job development activities for employer visitation by the counselor or a member of the school's faculty.
5. Screening procedures for employers prior to a job referral.
6. A systematic job development program with area employers by telephone.
7. Lists of employers and job development activities for graduates who are willing to re-locate out of the area.
8. A career student organization or club composed of work-bound students.

None of the counselors in the area schools indicate they are providing the following services prior to the implementation of the Job Development, Job Placement and Follow-up Program within their school. These services not being provided are the following:

1. Job placement services for high school dropouts who are seeking employment.
2. Job Placement assistance to former students in finding employment.
3. An advisory committee of local employers.
4. An advisory committee of local, private and public agencies.
5. Lists of employers and job development activities for graduates who are willing to relocate with employers who are located in states other than Missouri.
6. A student placement services lay advisory committee.

Pretest Percentages of Responses For High School Counselors
on the Job Information Service Survey Questionnaire

Table 2

Job Information Service	Number of Counselors N=9	Percent of Counselors N=9
1. A variety of current occupational material and books in your school related to many fields of occupational interest	6	66.6
2. A copy of the current 1972-73 edition of the Occupational Outlook Handbook	4	44.4
3. Dictionary of Occupational Titles, Vol. I and II	3	33.3
4. National and local labor market information and manpower trends	0	0
5. Results of studies of local employment conditions and job opportunities	2	22.2
6. Information on apprenticeship programs, requirements and referral procedures	2	22.2
7. Information on State and Federal labor laws	3	33.3
8. Information on employment opportunities and services offered by community and State resources (Department of Conservation, Agriculture, Labor and Industrial Relations, etc.)	1	11.1
9. Qualifications and application procedures for unemployment insurance for work-bound students who may experience a lay-off, be discharged or quit a job	0	0
10. Information on Workman's Compensation laws resulting from injury occurring on a job	0	0
11. Information available on post-secondary programs (especially in Missouri)	7	77.7
12. List of correspondence and private schools supplied by the State Department of Education	6	66.6

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Table 2 (cont.)

Job Information Service	Number of Counselors N=9	Percent of Counselors N=9
13. Information provided to all students cautioning them about non-accredited correspondence and private schools	7	77.7
14. Examples or publications provided for students' use on:		
Writing letters to employers	4	44.4
Blank job application forms (especially local businesses and industry job application forms)	3	33.3
Preparing for a job interview	3	33.3
Problems encountered in on-the-job situation)	2	22.2
Good work habits and good employer-employee relations	3	33.3
Self-improvement such as dress, manners, health habits, and the value of desirable personality traits	4	44.4
Importance of good working relationship with fellow employees	3	33.3
Information on job safety	2	22.2

**ANALYSIS OF DATA FROM THE HIGH SCHOOL COUNSELORS
SURVEY QUESTIONNAIRE PERTAINING TO JOB INFORMATION SERVICE**

Within the school, the instructional function involves primarily the directing of pupil's attention on subject matter outside himself. The guidance function, on the other hand focuses the student's attention upon himself as a self actualizing being and tries to foster the student's attainment of maximum self-development. Included in such a general goal for guidance is making accessible to students information for self-evaluation with reference to educational and vocational opportunities. Decisions students make in the process of their career development are based largely on available information provided to them about career opportunities in the world of work.

Analysis of the data reveal that a significant majority of the counselors surveyed provide students with occupational and educational information. Seven counselors or 77.7 percent indicate that they provide their students with information on post-secondary training program available in Missouri as well as information to their students cautioning them about non-accredited correspondence and private schools.

Six counselors (66.6%) offer their students a variety of current occupational materials and books related to many fields of occupational interest.

Responses indicate that 66.6 percent of the counselors in the ten cooperating schools maintain they keep a list of private and correspondence schools supplied by the State Department of Education.

In the item asking counselors if they had a copy of the current 1972-73 edition of the Occupational Outlook Handbook, four counselors or 44.4 percent of the counselors in the ten cooperating school districts indicated a positive response while 33.3 percent of the counselors maintain that they have both volumes of the Dictionary of Occupational Titles.

In response to having information on State and Federal child-labor laws, 33.3 percent of the counselors state that they have obtained copies of the laws.

Only two counselors or 22.2 percent of those included in the survey have information on local employment conditions and job opportunities while 22.2 percent have information on apprenticeship programs, requirements and referral procedures.

Information on employment opportunities and services offered by community and state resources (Department of Conservation, Agriculture, Labor and Industrial Relations, etc.) is being provided area students by one high school counselor in one of the ten cooperating high schools.

Responses in Table 2 indicate that area counselors are providing their students with the following activities or publications:

--44.4 percent of the counselors indicate they assist students in writing letters to employers.

- 33.3 percent maintain they provide students with blank job application forms from local businesses and industries.
- 33.3 percent state they assist students in role playing for a job interview.
- 22.2 percent assist students by providing information on problems they may encounter in on-the-job situations.
- 33.3 percent prepare students by providing them with information on developing good work habits and good employer-employee relations.
- 44.4 percent indicate they have individual or group counseling sessions in which they discuss with their students the self-improvement traits such as personal appearance, health habits and the value of desirable personality traits.
- 33.3 percent maintain they instruct students on the importance of good working relationship with fellow employees.
- 22.2 percent indicate they provide students with examples or publications on the importance of job safety.

When counselors were asked what they consider to be their most urgent needs in providing placement services to their students during the 1973-74 school year, responses include the following:

- "A listing of job openings in surrounding area."
- "Job listings."
- "Time to make the initial contact with potential employers to inform them of the job placement program."
- "A course on job development and placement."
- "Setting up a structured program within the school curriculum in which students will be informed of the job placement program."

Pretest Percentages of Responses For High School Counselors
on the Follow-Up Service Survey Questionnaire

Table 3

Follow-Up Service	Number of Counselors N=9	Percent of Counselors N=9
Are regular and periodic follow-up studies conducted:		
1. For all graduates to determine their progress and adjustment on the job?		
Yes	1	11.1
No	8	88.8
2. For all dropouts to determine their progress and adjustment?		
Yes	3	33.3
No	6	66.6
3. From a selected group of employers to obtain their ratings of employed graduates?		
Yes	1	11.1
No	8	88.8
4. To determine adjustment problems some students may have during the transition from school to work?		
Yes	0	0
No	9	99.9
5. To determine students' re-location patterns in types of jobs, area of re-location, and difficulties they may have encountered in re-location for reasons of employment?		
Yes	0	0
No	9	99.9
6. To determine possible changes that former students and employers feel should be made in the school's vocational-technical program?		
Yes	2	22.2
No	7	77.7
7. To use with administrators and faculty members for discussion and possible implications for changes in the school program?		
Yes	5	55.5
No	4	44.4

Table 3 (cont.)

Follow-Up Service	Number of Counselors N=9	Percent of Counselors N=9
8. To use with PTA's and other civic organizations concerning employed graduates?		
Yes	2	22.2
No	7	77.7
9. On all graduates three months after graduation?		
Yes	2	22.2
No	7	77.7
10. On all graduates one year or within 18 months after graduation?		
Yes	2	22.2
No	7	77.7
11. On all graduates three years after graduation?		
Yes	0	0
No	9	99.9
12. On all early school leavers?		
Yes	3	33.3
No	6	66.6

ANALYSIS OF DATA FROM THE HIGH SCHOOL COUNSELOR
SURVEY QUESTIONNAIRE PERTAINING TO FOLLOW-UP SERVICE

Success of a school district is determined by what happens to their graduates after they leave the school system. The accountability of a school system should be the graduate's ability to be successful in changing situations involving the world of work and other areas. The school system would be in a better position to react to responses from graduates involving curriculum and school services.

Counselors response to the items in the Follow-up Service Survey in Table 3 indicate that 22.2 percent are conducting follow-up surveys on all their graduates three months after graduation and also after one year or within 18 months after graduation. 33.3 percent of the counselors in the nine school districts maintain they conduct follow-up surveys on all their drop-outs.

None of the counselors indicate that they provide follow-up services to their students three years after they have been graduated. It appears that there are no follow-up activities provided by any of the area school districts to determine adjustment problems some students may have during the transition from school to work or to determine students' relocation patterns in types of jobs, area of relocation and difficulties students may have encountered in relocation for reasons of employment.

One counselor or 11.1 percent of those surveyed indicate that a regular follow-up is conducted for all graduates to determine their progress and adjustment on the job.

On the question, "Are regular and periodic follow-up studies conducted from a selected group of employers to obtain their ratings of employed graduates?", one counselor from the nine high school districts indicates that selected employers are surveyed.

A significant number of counselors (55.5%) use results from follow-up studies for discussion with faculty members and administrators and for possible implications for making changes in the school program.

In response to Question 8, "Are results from follow-up studies used with PTA's and other civic organizations concerning employed graduates?", 22.2 percent state that follow-up results on their students are used with these organizations.

Follow-up studies are used by 22.2 percent of the counselors to determine possible changes that former students and employers feel should be made in the school's vocational-technical program.

**Pertest Percentages of Responses For High School Counselors
on the Career Potpourri of Occupational Information Survey
Questionnaire**

Table 4

Career Potpourri of Occupational Information Survey	Number of Counselors N=9	Percent of Counselors N=9
Please indicate with a check mark the following which are now being utilized by your school in job placement service.		
1. A bulletin board displaying items of current occupational interest	6	66.6
2. Information on occupations in the school library	7	77.7
3. A bibliography indicating where books and magazines concerning occupations are available	3	33.3
4. Films on occupations borrowed from industry or through some educational film library	3	33.3
5. Filmstrips or slides, locally or commercially made, of the different occupations in your community	2	22.2
6. Regular field trips to business and industry either by an individual or in groups	2	22.2
7. Employers speaking to students with adequate opportunity for questions or group discussions	2	22.2
8. Union leaders or workers speaking to students about apprentice programs	2	22.2
9. Former students or post-secondary school graduates speaking to students	3	33.3
10. A list of kinds of entry-level jobs posted on the bulletin board of local businesses and industries which hire high school graduates	3	33.3
11. Blank applications from several local businesses and industries on display	1	11.1
12. A variety of information on post-secondary training opportunities periodically displayed for students in your school	6	66.6

ANALYSIS OF THE DATA FROM THE HIGH SCHOOL COUNSELOR
SURVEY QUESTIONNAIRE PERTAINING TO CAREER POTPOURRI OF OCCUPATIONAL
INFORMATION

A significant number of counselors (77.7%) state that their students have access to information on occupations in their school libraries.

Responses from Question 1 in Table 4 indicate that 66.6 percent of the counselors provide students with a bulletin board displaying items of current occupational interest.

On the Question, "Are students provided with a variety of information on post-secondary training opportunities periodically displayed for students in your school?", 66.6 percent of the counselors surveyed indicate they provide this service for their students.

Of the counselors surveyed, 33.3 percent maintain that they assist their students in making career decisions and in preparing them for the world of work by providing the students with the following services:

1. a bibliography indicating where books and magazines concerning occupations are available
2. films on occupations borrowed from industry or through some educational film library
3. former students or post-secondary school graduates speaking to students
4. a list of kinds of entry-level jobs posted on bulletin board of local businesses and industries which hire high school graduates

On Questions 5, 6, 7, and 8 in Table 4, 22.2 percent of the counselors indicate the following activities being utilized by their schools in job placement services. These activities include:

1. filmstrips or slides, locally or commercially made, of the different occupations in your community
2. regular field trips to business and industry either by an individual or in groups
3. employers speaking to students with adequate opportunity
4. union leaders or workers speaking to students about apprentice programs

Only one counselor (11.1%) indicate the use of blank applications from several local businesses and industries in order to provide students with experience in completing job applications.

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Summary

The role which counselors are attempting to fulfill is based on the "relevancy" problem in education. Sidney Marland (1971), Commissioner of Education, stated that "...half of our high school students, a total of approximately 1,500,000 a year, are being offered what amounts to irrelevant education." The claim of irrelevancy in education is nothing new. It has probably been with us since the first group of students were put together in one classroom. However, the present clamour for relevancy is not coming only from individual students. Rather, it is coming from society in general. Parents, tax payers, professional groups, including educators themselves, are beginning to seriously question the relevancy of formal education. Irrelevancy is now not a question of just one or two subject areas, but rather it is a question of the entire system of education.*

It seems that a basic undertone of the irrelevancy problem is the lack of a clear relationship between formal education and the world of work. Education has claimed to be a preparation for life. However, without this relationship to work, which accounts for as much as one-half of a person's working life, how can education be anything but irrelevant.

Some might say that this is not guidance or counseling. However, a recent report from the United State Office of Education entitled: "The Role of the Counselor: A Misdirected Effort" recommends that counselors make educational and occupational guidance the primary function in their roles. It goes on to say that "...unless counselors can work with and through the teaching staff, they have little prospect of making more than a marginal contribution to the student body. Guidance counselors can be both informed sources of career information and assistance and also continue to serve as psychotherapists or administrators."

It is hoped that local counselors will work more and more with teachers and students within the classroom structure. Counselors must admit that the classroom is where the students are, and the whole purpose of the project is to make an impact which will be educational for the student. Counselors can work more effectively with teachers to show them that teaching about the world of work is the responsibility of every classroom teacher at every level.

*Marland, Sidney P., Jr. Career Education Now. Address at the 1971 Convention of the National Association of Secondary School Principals. Houston, Texas, January 23, 1971

Follow-up Services

Of the nine high school counselors responding, Table 3 indicates that five counselors use follow-up results with administrators and faculty members for discussion and possible 'uplications for changes in the school program. There appears to be a conflict in Question 7 as compared with Questions 9, 10, 11 and 12. Although five counselors indicate they use follow-up results with their school staff, only two counselors indicate they conduct follow-up on graduates three months or eighteen months after graduation.

It is interesting to note that three counselors stated they conduct follow-up on drop-outs in order to determine their progress and adjustment. One counselor indicated a regular and periodic follow-up for all high school graduates to determine their progress and adjustment on the job.

The success of a school district is determined by what happens to their graduates after they leave the school system. The accountability of a school system should be the graduate's ability to be successful in changing situations involving the world of work and other areas. Some factors involved in the follow-up of a schools' graduates include:

1. Percentage of graduates employed or enrolled in a post-secondary program within three months after completion of high school
2. Percentage of drop-outs who left school and are employed or enrolled in a training program

Quality of Placements:

1. The specific job area or job title for which vocational-technical training was provided; e.g. welding students placed as welder or welder's apprentice
2. The job related to the vocational-technical area; e.g. auto-mechanic employed as a farm equipment mechanic
3. The quality of post-secondary training programs in which students are enrolled
4. The type of high school education used as a screening device by employers for particular jobs; e.g. clerk typist courses qualify graduates for key punch operator.

Earnings:

1. Earnings based on 40 hour week for those employed
2. Potential earnings of those in post-secondary training programs

Occupational Status:

1. Current employment of graduates have potential for advancement
2. Current post-secondary training programs offer placement potential report completion.

Subsequent Follow-up:

1. 18 months
2. 3 years
3. 5 years

The type of follow-up conducted by a designated school staff member, usually the counselor, depends upon several variables -- resources of the person assigned follow-up activities, scope of the follow-up, analysis of follow-up and the way in which a school makes use of the follow-up results. Changes or modification in school curriculum, implementation of new sources of study and the utilization of in-service training for faculty members in which results of follow-up studies are utilized must be an on-going activity within the school.

Former graduates or early school leavers' reactions to the effectiveness of the curriculum and available services become apparent when statistical analysis is made of follow-up data. If there is a need for change, then a school can decide if a change in a program or course of study is necessary. Also, it is important to consider what are the best ways in bringing about change to meet the needs of students that are still in school.

Opinions are needed if graduates over a period of a few years are needed in order to give depth to follow-up studies and are needed prior to effecting change.

A follow-up of graduates and early school leavers should not be just one time and never again. It must be conducted each year in order to indicate change and obtain the necessary measurements of accountability.

The number of follow-up questionnaires returned to each school may vary on the initial survey and subsequent follow-up surveys. The range may be from 20 percent to as high as 80 percent return responses. Careful consideration should be given to content and length of a follow-up questionnaire. What is appropriate to one school may be inappropriate to another.

Even though there are limitations to most follow-up studies with high school graduates or drop-outs, the limitations do not negate the importance or value of the findings. Even limited response from the total target population is important and valid.

School Placement Service

A majority of the counselors in the ten participating schools provide work-bound as well as college-bound students with some of the following services as indicated in Table 1:

1. Provide students with aptitude and vocational interest tests and interprets results to students.
2. Provide students with individual counseling sessions in preparing them for employment.
3. Provide students with group counseling in preparing them for employment.
4. Available space for career resource center and have or will establish a center.

It appears that very few activities exist in area schools in job development, placement and follow-up in the nine school districts surveyed.

The importance of an organized job placement program enables students to become aware of their needs, and encourages them to take constructive action to meet those needs. One of the most significant reasons for structuring an effective job placement program is to motivate students to complete their education and to realize the possibility of becoming employed.

Attempts have been made to motivate students through meaningless phrases such as: "You need this because it is hard and it makes you think." Students should be encouraged to successfully complete course programs by direct involvement in meaningful experiences. In addition, peer groups are especially effective in motivating students to complete courses, particularly when their members see job prospects available and are willing to obtain course qualifications for job entry. This is done for the college bound. We shall be able to demonstrate to a student, "If you will do well in these types of courses, you will qualify for certain types of jobs."¹

In most surveys regarding student needs for assistance on particular problems the question of getting a job has usually ranked on the top of the priority list. Furthermore, job placement services help students develop confidence and a feeling of security in them. In developing a job placement program, Bottoms stated that the question is not "Do our students get jobs?": the real issue is, "Do our students get the best job, suited to their individual needs and commensurate to the training they have received?"² This question implies that job placement begins when the student enrolls in the school. It follows to suggest that the job placement program goes well beyond helping the student get a job; it also includes the student's consideration of his values, abilities, and desires, and how these will affect his future.

The job placement program for many students must be seen as a continuous process that goes beyond the point of separation from school. In studies of the job placement problems of delinquent minority groups, it has been found that the basic problems facing them was not in finding a job but in adjusting to and retaining the job. Thus the job placement program of the school must be extended beyond the point where the individual leaves the school. It must go beyond assisting the student in obtaining and retaining a job.

¹Bottoms and Matheny, "Occupational Guidance Counseling and Job Placement for Junior High and Secondary school youth."

²Bottoms and Matheny, op. cit.

Job Information Service

A majority of the counselors in the nine high schools surveyed are providing students with a variety of current occupational material and books related to many fields of occupational interest. Yet, results in Table 2 indicate that some of the basic occupational information recommended for school guidance offices and for students was not, at the time of the survey, available.

Students need occupational information and information about the labor market he is about to enter. He needs to develop a greater awareness of what will be expected of him in various types of employment. Realistic expectations permit better vocational decisions and lead to greater job satisfaction and productivity. The student needs assistance in learning to explore the labor market because new employers appear, old jobs disappear, and the degree of skill associated with certain jobs changes. The technological complexity of industry increases and the job market gains more and more variety. The student with little knowledge of what goes on behind the walls of industry, business and the various services may find it difficult to decide in specific terms what his objectives are and what adaptations are needed.

The nature of today's labor market makes it imperative that schools take steps to bridge the gap between school and the student's entry into the labor market.

Today's student is often isolated from both the sight and operation of industry. A tremendous gap exists between what the student needs to know in order to enter an occupation, and the knowledge that he has acquired from his limited observation.³

The labor market is competitive. When two qualified high school students apply for a position, who gets the job? It is the one who understands, either from experience, training or occupational information, the intricacies of the world of work.

The mobility of America's workforce demands that job information be provided to students preparing to enter the world of work. If a student is planning to accept full-time employment, facts related to jobs must be provided to him before he accepts his first job and money is invested.

³Bottoms, op. cit.

Recommendations

To often students who are in school and those who leave are not really aware of some of the basic steps involved in seeking and obtaining employment.

Some initiated activities counselors may want to include in their counseling activities by helping interested students prepare for the world of work include:

1. Advertise the Job Placement Program's services in an orientation session, in the school newspaper, over the public address system or in general class meetings or assemblies. (It is recommended that schools conduct orientation sessions for all new students concerning the counseling services being offered.)
2. Organize the students seeking full-time work after graduation into groups of 8 to 15 students who can meet for approximately 45 minutes each week. The primary reason for group sessions may, in some schools, relieve the unrealistic student-counselor ratio. When it becomes difficult to see each student for only one hour during the total school year, group counseling sessions can overcome this problem.
3. Provide each student with material focusing job seeking skills and occupations for which participants have previously indicated an interest by initial survey questionnaire, vocational interest test, or previous counseling records.
4. Females should be given the opportunity under careful guidance to examine the occupational roles of women in society. The skills necessary for women to anticipate and plan for change in their vocational status should be developed.
5. From studies provided by government agencies and educational institutions there is evidence that the labor market operates in an inefficient manner. Counselors should attempt to coordinate all community organizations involved in placement of workers in their area regardless of the size of the community. Active participation in job placement will increase appreciation for the vocational problems of high school graduates.
6. Counselors should make a greater effort, since they are one of the only group of educators, to provide follow-up studies on their students. Unfortunately, most school administrators have not assumed this role; therefore, comprehensive data should be gathered by counselors and utilized by the total school staff for possible curriculum modifications or in the implementation of new programs.
7. Neither the schools, government agencies, businesses and industries, or community agencies have assumed or been given responsibility for coordination of information affecting high school students. Efforts should be made by these groups to establish more effective methods of consolidation of services.